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An exploratory study of causes of juvenile delinquency in the Tulare Union High School District

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AN EXPLORATORY STUDY OF CAUSES OF JUVENILE DELINQUENCY 2
IN THE TULARE UNION HIGH SCHOOL DISTRICT

A Thesis

Presented to

the Faculty of the School of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Paul Samuel Longenecker

June 1955

The investigator is indebted to E. D. Johnson, Juvenile Officer, Tulare Police Department, who provided valuable information used in this study, without revealing the identities of the persons involved.

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CHAPTER I

STATEMENT OF THE PROBLEM

DELIMITING THE PROBLEM

Young people, who attend high school, face many problems in these days. Some youth seem able to marshal all the resources necessary to solve and overcome their problems; others seem barely able to hold the line, while a few, who are much publicized, are overcome by their problems. Those who are overcome by their problems, when their behavior takes on anti-social characteristics, are called juvenile delinquents.¹ It may be juvenile delinquency or parental failure. By whatever name it is called, shortcomings are in evidence.

Whenever juvenile delinquency is mentioned in a community, the signal seems to be given to various groups or agencies to wrap their "robes of righteousness" about themselves and point out the shortcomings of other groups. Blaming others is not the purpose nor in the province of this paper. The hope is to ask a question or set forth a

¹Forty-seventh Yearbook, National Society for Study of Education, Part I, University of Chicago Press, 1948,
p. 9.

problem which may be answered, in some fair measure, to the good of all persons concerned.

Are there categories of problems which can be uncovered by an exploratory study of cases of juvenile delinquency, which might prove useful in changing procedures in the high school in order to reduce delinquency?

Efforts have been made to discover (1) whether there are problems which can be grouped; (2) whether the small city of Tulare has much or little in common with like cities or areas; and (3) whether something can be done in Tulare Union High School to change the situation.

Under the administration of the present juvenile officer of the police department, disposition has been made of thirty cases. These thirty cases have been studied and compared with cases recorded in related literature in an effort to discover whether there are clues present which will help in the local high school. It is felt that some pointers may be discovered in the study of the home life of these youth, the neighborhoods from which they come and the school life of these youth in trouble.

In Chapter II of this study a brief survey is made of the related literature. Several references are made to government reports and several references are found in

periodicals. Efforts were made to compile a bibliography of useful and usable materials for this study.

The thirty cases processed by the present juvenile officer of the police department in a given period of time are summarized in Chapter III. In order that these young people might remain anonymous, proper precautions were taken by the police officer. In order to respect the rights of these youth in trouble, the school records were given in rather general form. Every effort was made by all persons involved to make this a helpful endeavor.

Efforts were made to interpret the findings of Chapter III in a way which will help the high school youth who may be headed towards trouble as well as those who are in trouble. The summary is presented in Chapter IV.

CHAPTER II

SURVEY OF RELATED LITERATURE

As living becomes more complex and the population gravitates towards congested centers the problem of juvenile delinquency becomes more aggravated. More people are forced to work on answers to this problem, and an increasing amount of literature comes off the presses. One must select the literature very carefully if one is to get a good over-view of the problem. The recency of the literature is also a factor in the survey of related literature.

Among the failures of our culture stand war, unemployment, poverty, and crime. Juvenile delinquency has its part in crime. Delinquents themselves constitute perhaps the largest identifiable group from which criminals regularly emerge.

In order to clarify terms Carr presents a chart listing (1) total juvenile population as all children in a given area, below a given age; (2) juvenile deviates as all children showing deviant behavior whether or not anti-social; (3) legal delinquents as all deviates committing anti-social acts as defined by law; (4) detected delinquents as all anti-social deviates detected; (5) agency delinquents as all detected, anti-social deviates reaching any agency;

(6) alleged delinquents as all apprehended, anti-social deviates brought to court; (7) adjudged delinquents as all court, anti-social deviates "found" delinquent.² Of the whole juvenile population 2.5 per cent to 5 per cent are behavior deviates.

Tappan lists twelve categories of delinquency as follows: (1) all children's behavior, (2) specific delinquent conduct, (3) discovered delinquency, (4) delinquency resulting in arrest or report, (5) delinquency alleged to court: petitions, (6) delinquency resulting in court hearings, (7) unofficial court delinquency, (8) official adjudicated delinquency, (9) delinquency commitments to institutions, (10) delinquency submitted to agency intake, (11) cases of delinquency accepted for treatment, and (12) cases recorded by agencies as delinquent.³ From these categories one can note that no child would be wholly cleared from delinquency.

The viewpoint of Kvaraceus is that a delinquent is a victim of environment, a social order or other forces and

²Lowell Juillard Carr, Delinquency Control (New York: Harper and Brothers, 1950), p. 90.

³Paul W. Tappan, Juvenile Delinquency (New York: McGraw-Hill Book Company, Inc., 1949), p. 32.

not a criminal to be punished. (This viewpoint does not quite give a place to the individual will.) Delinquents are usually children who have been neglected by their parents.⁴

Reckless puts forth the principle of multiple causation of juvenile delinquency.⁵ In fact, the whole book is given to the analysis of this principle as it relates to juvenile delinquency.

Juvenile delinquents may be thought of as young people who fight back at frustration in aggressive ways or as persons who have great emotional tensions likely to explode at any time. Juvenile delinquents may be those under seventeen years of age who violate town, city, or county ordinances or those who are uncontrolled or uncontrollable by parents, or those who are habitually truant from school or home, or those who deport themselves so as to endanger their own morals and health. Delinquency has come after many months or years of less serious, deviant behavior.

⁴William Clement Kvaraceus, Juvenile Delinquency and the School (Yonkers-on-Hudson, New York: World Book Co., 1945), p. 83.

⁵Walter Cade Reckless, Juvenile Delinquency (New York: McGraw-Hill Book Co., 1932), 412 pp.

When the deviate, or delinquent, has come to the attention of the home, the school, the police, or any other agency charged with responsibility for child behavior, he is thoroughly checked in every way possible. There was a time when the deviate was caught, warned, and if he continued in this unfavorable behavior, was arrested, tried, and sent to jail without much consideration of what brought on this behavior.

Where the agencies are sufficiently forward-looking and trained, and where they have reasonable funds for the intelligent discharge of their duties, they proceed to have the deviates examined very carefully by a doctor or doctors. Infection, disease, and/or physical abnormalities are often factors in the behavior of the deviates. Four years ago a high school freshman was becoming a frequent truant. When he remained in school he gave many reasons why he should not dress for physical education. It was discovered that he had a deformed torso and was extra sensitive. A physical examination would have revealed this condition immediately. Infection and disease need to be discovered for the sake of the deviate and those with whom he associates. A thorough physical examination must be an integral part of studying the deviate.

A book which was the outgrowth of the experience of Baker and Traphagen⁶ in the psychological clinic of the Detroit public schools presents the Detroit Scale for the Diagnosis of Behavior Problems with sixty-six items chosen because of the demonstrated relationships to manifestations of behavior problems. The items represent health and physical factors, personal habits, and recreational factors, personal and social factors, parental and physical factors of the home, and home atmosphere and school factors. Whenever a deviate comes to the attention of a psychologist he is thoroughly checked concerning his mental status and condition. From the literature it seems that many deviates among the juveniles are from among the mentally retarded and the dull normal groups. This statement does not say that the bright ones are not delinquent. Some of them are delinquent but probably for other reasons.

School personnel check the deviates and often find that they are retarded in reading and other school subjects, have low school achievement, are frequently truant from school and, generally dislike their teachers. The lowest

⁶Harry J. Baker and Virginia Traphagen, The Diagnosis and Treatment of Behavior of Problem Children (New York: The Macmillan Company, 1936), 393 pp.

number of referrals in Passaic⁷ was when school was not in session. This coincides with the experience of the workers in Camp Owens Forestry Camp in Kern County, California.⁸

Where the governmental units have the funds and the facilities, there are sociologists or social workers to check on the families of the deviates. It seems to affect the young person where he is in the family constellation and how many siblings he has. The social workers discover whether all the members of the home are living there or if the home is broken. Among the literature there seems to be a difference of opinion as to the effect of broken homes on the children. One-third of the Passaic Children's Bureau children came from broken homes, and two-thirds came from homes where both parents were present.⁹ It is not clear that broken homes is a factor in delinquency. The quality of rapport within a family is often considered to be a controlling factor in child guidance. Fautl, and others, stress the loss of one or both parents as a factor in delinquency.¹⁰ They include lack of parental status,

⁷Kvaraceus, op. cit., p. 297.

⁸Private communication.

⁹Kvaraceus, op. cit., p. 73.

¹⁰K. Fautl, et al., "Vocational Counseling in Rehabilitation of Disturbed and Delinquent Boys," Mental Hygiene, 33:615-28, October, 1949.

psychosis or alcoholism, low economic or social status, or feeling of low racial status, and so on. A four-year study by the California Youth Authority finds that 62 per cent of the state's juvenile delinquents were the result of broken homes. "Our delinquents come largely from homes which were, for one reason or another, broken or distorted."¹¹ At any rate, it can be said that further study is necessary on the effect of the broken home on the delinquent.

From many sources comes the urging to emphasize the spiritual and moral values of life.¹² Where there is close cooperation between and among the churches, cathedrals, and synagogues, ministers, priests, and rabbis present themselves and their time for counseling and study on the community problems. Until this is done, a large part of the work in the delinquency problem will not have been done. There seems to be no reliable evidence indicating whether religious affiliation, training, or conviction does or does not aid in crime deterrence. Whatever those findings may or may not be, the guidance and counseling of

¹¹Sheldon and Eleanor Glueck, One Thousand Juvenile Delinquents (Cambridge: Harvard University Press, 1934) p. 76.

¹²Grayson Kirk, "The Three R's of Education Today," 1954 National Education Association, Addresses and Proceedings, pp. 43-49.

the spiritual leaders is needed to deter, curb, treat, or rehabilitate the delinquent.

After the deviate has come to the attention of the school, home, police, or some agency he is studied by the personnel of these agencies. These people, and their findings, should be brought together in order to check the agreements and the disagreements on the part of the specialists so that a worth-while plan of treatment and rehabilitation may be worked out for the deviate and his community. This program seems to be a worth-while one, not always followed even where the personnel is available, but one worthy of careful evaluation. Let it be said that clinics alone, important as they are, will not control delinquency.¹³

When serious consideration is given towards treating this delinquency problem there runs through the books, like a red line, the idea that the treatment must be adapted continuously to the needs of the child.¹⁴ That is the emphasis in the modern classroom, fit everything to

¹³Carr, op. cit., p. 212.

¹⁴Tappan, op. cit., p. 512.

the child rather than make every child conform to the subject matter and schedules. In answer to what can be done for the children, two things were set forth, viz., (1) understanding and (2) intelligent action on the basis of that understanding.

If court action must come for the deviate let it proceed through a well-trained, understanding judge in juvenile court. This judge should be trained in dealing with youth in a manner whereby they can be salvaged from the wreckage which they may become if they should continue in the present course.¹⁵ These judges must have competent investigators and advisors so that the deviate may be thoroughly studied and a satisfactory program may be mapped out which may include probation at home, or in a foster home in the home community, or it may mean being sent to a twenty-four hour school where the teachers, counselors, and workers have special training to deal with these deviates. The stay of the delinquent in the special school is based on the progress he makes in social living at the school. Some of these schools have workers who work with the families of the deviates to prepare them for the return of the

¹⁵Ibid., p. 255.

rehabilitated person. Most institutions do little or nothing to modify the anti-social pressures of the home environment to which the parolee returns. Also some of these schools have workers who continue with a follow-up after the rehabilitated person has returned home. When these precautions have been followed there are fewer recidivists.

In this problem, as in others, more emphasis is being placed all the while on prevention rather than cure. Schools and colleges are stressing preparation for marriage, preparation for child-bearing, preparation for child-rearing, as well as preparation for making a living. The Congress of Parents and Teachers, school psychologists, high school deans, and others are trying to help the members of the home become more proficient in their tasks of guiding the children. For a while to come there still may be too many parents who neglect their guidance functions but let it be said that heroic efforts are being made to help parents see, accept, and act on their responsibilities of guidance of the children in the home. Acceptance of guidance functions in the home will play its part in preventing juvenile delinquency.

There must be a feeling of security on the part of the children if they are to grow into fine young people. They must be able to rest back on the secure knowledge

that they are loved, needed, and wanted by their parents.
The editor of the National Education Association Journal
expressed the truth that parents and teachers can stop
juvenile delinquency at its source.¹⁶

It seems that the lack of home supervision is a contributing factor in the delinquency of children and youth. It is not necessarily the main factor, but it does play its part. When children are not supervised in the home and during the long evenings there seems to be more chances of the growth of delinquency. Supervision also seems to help the child feel secure in his home situation. Supervision, per se, is not the panacea for juvenile ills but it is helpful in the guidance of youth.

The day of external control, control by parental and police supervision from the outside, is passing. To a greater and greater extent socially responsible behavior must issue from inner conviction and habit.¹⁷

In order to prevent delinquency, as much as possible, in the home, school, church, and community, some techniques must be developed and followed, viz., the technique of discovering the deviant individual, the technique of

¹⁶Joy Elmer Morgan, "The Editor's Page," National Education Association Journal, 43:12, January, 1954.

¹⁷Carr, op. cit., p. 318.

diagnosing the individual deviation problems, the technique of treating such problems and techniques for prevention, i.e., removing pressures, producing positive factors with the environment, and improving the hereditary qualities of the population. If these things take place it will mean that the community is enough concerned to spend tax money to prevent delinquency and crime and thus keep youth from going into crime rather than to salvage, or try to salvage the youth after they have traveled the long, hard road of crime. Juvenile delinquency costs lives and money. Deviant behavior and social maladjustment are very expensive in tax dollars. In order to prevent delinquency the population must tax themselves to diagnose, treat, and supervise the unprosperous and the prosperous, and to lift the heavy pressures from those who are unable to carry them. It costs very much more to give institutional care to a juvenile delinquent than it does to give the remedial care to the child in the public schools. Institutional care of the child is about \$2000.00 as compared to about \$200.00 per child in the public school.¹⁸ The community must show its concern for the youth of the community to spend what

¹⁸Fred K. Hoehler, Phi Delta Kappan, 24:159, January, 1953.

needs to be spent in order to prevent delinquency.

In the literature much was written about the part that recreation played in preventing delinquency. The youth of the community should have the blessings and opportunities of a well-rounded recreational program, but the frequent references to the lack of playgrounds as a cause of delinquency represent one more oversimplification of the problem. Recreational facilities, while greatly needed for a well-rounded life, will not solve the delinquency problem even though they will serve to use up surplus energy and will serve as opportunities for getting together under pleasant circumstances. School, church, and municipal recreational programs are all necessary, and they should be developed toward a goal of well-rounded living, not merely one of crime prevention.

The school's part in forestalling or preventing delinquent behavior needs to be considered briefly. In a changing world, and changing at its present pace, the curriculum of any school cannot and dare not remain static. It must keep pace, as much as possible, with the on-going parade of life. It is a truism to say that every child is different and has different needs. The school curriculum¹⁹

¹⁹Walter S. Monroe, Directing Learning in the High School (New York: Doubleday, Doran and Co., Inc., 1928), p. 388.

must be fitted to the child. Where children are forced into certain patterns smoldering resentment, frequent truancy, and aggressive hostility are in evidence toward the school. Constant revising, changing, trial and error must take place in order to meet the needs of our growing youth. School activities, which were good last year, may not be usable or acceptable now. Those activities may increase the opportunities for delinquent behavior or they may deter or prevent such behavior. If a child is responding to the thwartings and frustrations of life in a socially acceptable manner, he should be encouraged and assisted by the school to continue responding in this fashion.

It was evident in the Passaic experiment and in other investigations that all too often the school does not know about the conditions which surround the children and youth outside the school, let alone doing anything about those conditions.²⁰ The school must be concerned about the youth and their problems and must assist the pupils to adjust in a socially acceptable manner.

The personnel of the public school is in an advantageous position for early recognition of serious behavior

²⁰Kvaraceus, op. cit., p. 281.

difficulties and evidences of beginnings of delinquent behavior. The early recognition of difficulties is one very definite aspect of the school's responsibility. This twofold task of prevention must be followed by school personnel, viz., to discover these disturbed children and remove the disturbances early before they develop anti-social attitudes and habits, and to change the anti-social behavior pressures of whole neighborhoods and cities. Both emergency service for behavior deviates and fundamental bettering of economic and social conditions must be accomplished if the youth are to be saved from serious delinquency.

In the Passaic study, the church seemed to make little difference in the lives of the deviates. Most of the Passaic delinquent children claimed to be connected with some church. More than half of the delinquent claimed regular church attendance. Other studies did not bring in the church in any significant way. When one remembers the whole range of experience between the ritualistic, formal churches and the highly emotional churches at the other extreme, it is understandable that the Passaic findings are as they are.

The church must assume its place in its role of supervision.²¹ The church has its very helpful role of guidance to assume for the purpose of preventing delinquency among the immature. It is to be hoped that the church will marshal its every resource to stabilize the home, school, community, and itself for the good of all mankind.

²¹Tappan, op. cit., p. 514.

CHAPTER III

PRESENTATION OF THE CASES

The life stories of thirty young people, twenty-seven males and three females, were investigated. The original plan was to have included careful case studies of each one. Later, it was found that the information was to be relayed by the interview method with the juvenile officer, the purpose being to protect the youth from any possible identification. The questions asked of the juvenile officer are listed in the appendix.²²

Six of the deviates lived in the city, while twenty-four lived in the suburban areas or in the rural areas. No area or type of area seemed to house any large number of deviates, hence none could be indicated as a delinquency or near-delinquency area.

The chart showing patterns of causative factors in records of thirty juvenile delinquents appears on the following page.

The number "thirty" was used because it was the number of deviates who came under the scrutiny, care, and guidance

²²Appendix, page 44.

TABLE I

CHART SHOWING PATTERNS OF CAUSATIVE FACTORS IN RECORDS OF THIRTY JUVENILE DELINQUENTS

Factors	Case of Delinquency																														Total Delinquencies
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1. Rebellion in																															
play				X																		X									2
home	X		X	X							X		X				X					X								X	9
school	X	X	X		X	X	X		X	X		X	X			X	X	X				X						X			19
community		X								X					X																4
2. Difficulties in																															
control at home	X		X	X		X	X	X			X	X		X	X		X	X	X	X		X	X	X	X		X		X		20
school			X	X									X			X	X					X		X							9
community												X						X		X				X					X		4
3. Strained home																															
conditions-separation					X		X	X	X			X	X			X	X	X	X		X		X			X					16
occupation						X								X	X										X			X			4
death											X																				1
4. Recreation facilities																															
available-school	X	X		X	X	X	X	X	X	X		X		X	X	X				X	X			X	X	X	X	X	X	X	22
community	X	X		X	X	X	X	X	X	X		X		X	X	X				X	X			X	X	X	X	X	X	X	22
5. Delinquency areas																															
rural			X								X		X				X	X	X			X	X								8
urban		X							X		X			X		X											X				6
6. Employment--																															
part-time							X						X							X											3
7. School record																															
truancy	X	X	X				X	X	X	X	X	X	X			X		X		X		X	X	X	X		X	X		X	19
progress	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	30
8. Examined by a																															
physician	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	30
9. Rejected by																															
parents	X										X																				2
peers			X	X								X					X				X						X				6

of the one juvenile officer and the same juvenile court, 1953 and 1954. It is recognized that this is a small sampling, perhaps too small to produce significant conclusions, but these cases were dealt with here under the same officials. Fewer variable factors seemed to be present than would have been present if the samplings had been taken over a longer period.

Rebellion in various forms seemed to be present when dealing with the deviates. This area furnished no exceptions. A chart on the next page summarizes the results of this section. Two of these youth were constantly in trouble as evidenced by fighting on the playground, in the school, and at home. Nine of this group ran away from home on one or more occasions. Their rebellion towards school was shown by frequent truancy from school for periods varying from a part of a day to many days at a time. Nineteen showed strong evidences of rebellion at school. No evidences of rebellion at church were noted unless one could say that remaining aloof from church was one such evidence. Evidences of rebellion in the community took such forms as malicious mischief, defacing public property, and turning in false fire alarms. Four of the youth took part in such acts. Not all the youth were involved in each activity but some were involved in nearly all of them.

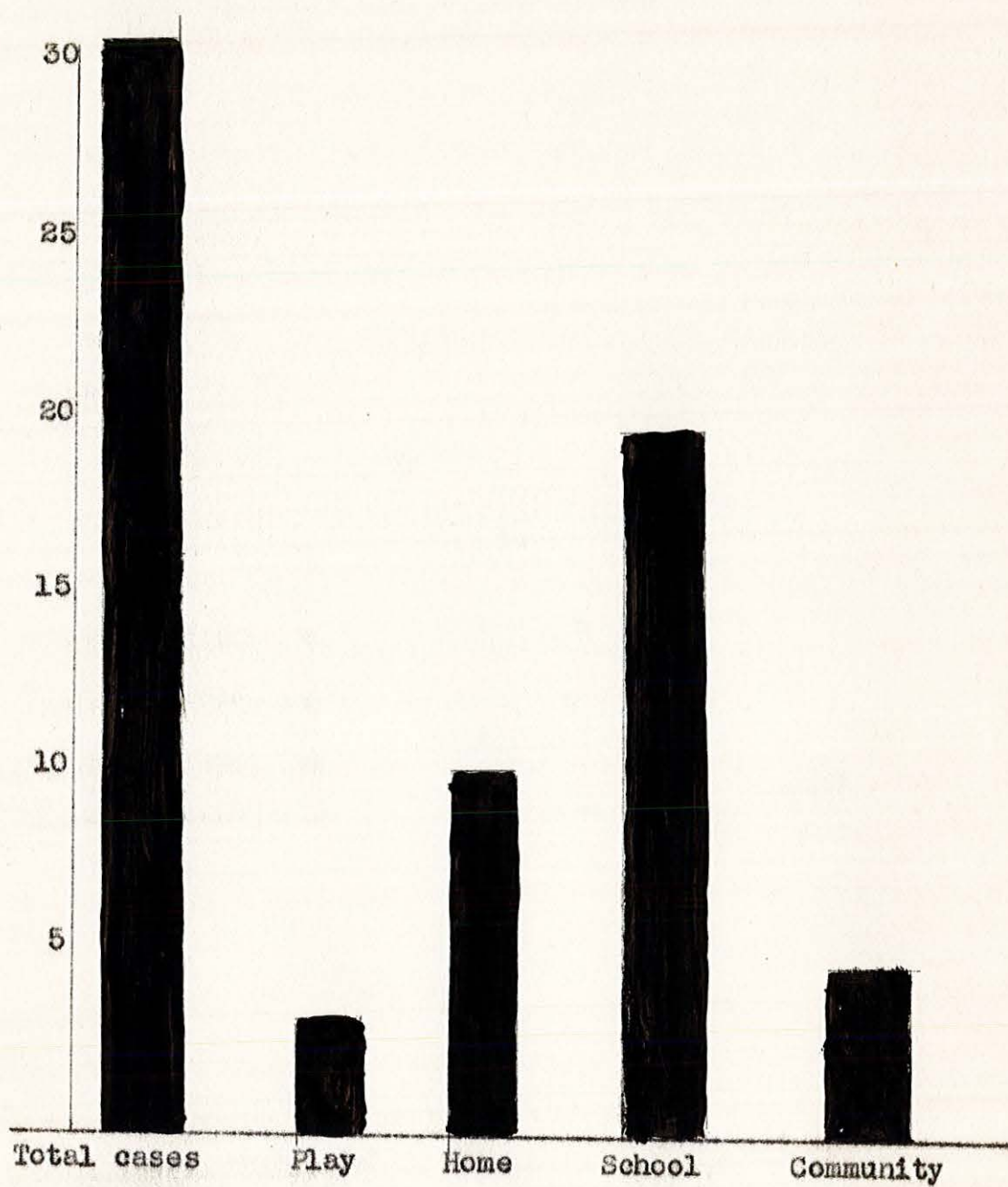


FIGURE 1

THE TOTAL NUMBER OF CASES, STUDIES, AND AREAS IN
WHICH EVIDENCES OF REBELLION WERE FOUND

Problems of control were in evidence for these deviates, in the homes of twenty-one of these boys and girls. Control at school was so difficult that nine boys and girls had to be suspended from school. A few did not learn anything from suspension and so had to be expelled from school for the good of the others in the school. Four boys and girls presented extra difficult problems of control in the community.

Home conditions make differences in the courses of young lives. Some boys and girls turn out well because of their home conditions; others in spite of those conditions. A chart on the following page summarizes the answers of this section of the interview. The separation of the parents of seventeen of these youth had its effect on the boys and girls but evidence in this study is lacking whether this fact was or was not the deciding factor. In three of the homes the fathers were kept away from their homes for long periods by their occupations. In one home the father was kept away from home for a long period of time because of being in the armed forces. Death of one of the parents had its effect on one of the youth under study. In three of the homes both parents worked away from home and thus these boys and girls were deprived of much needed supervision. The problems of extra fatigue, nervous tension, and false

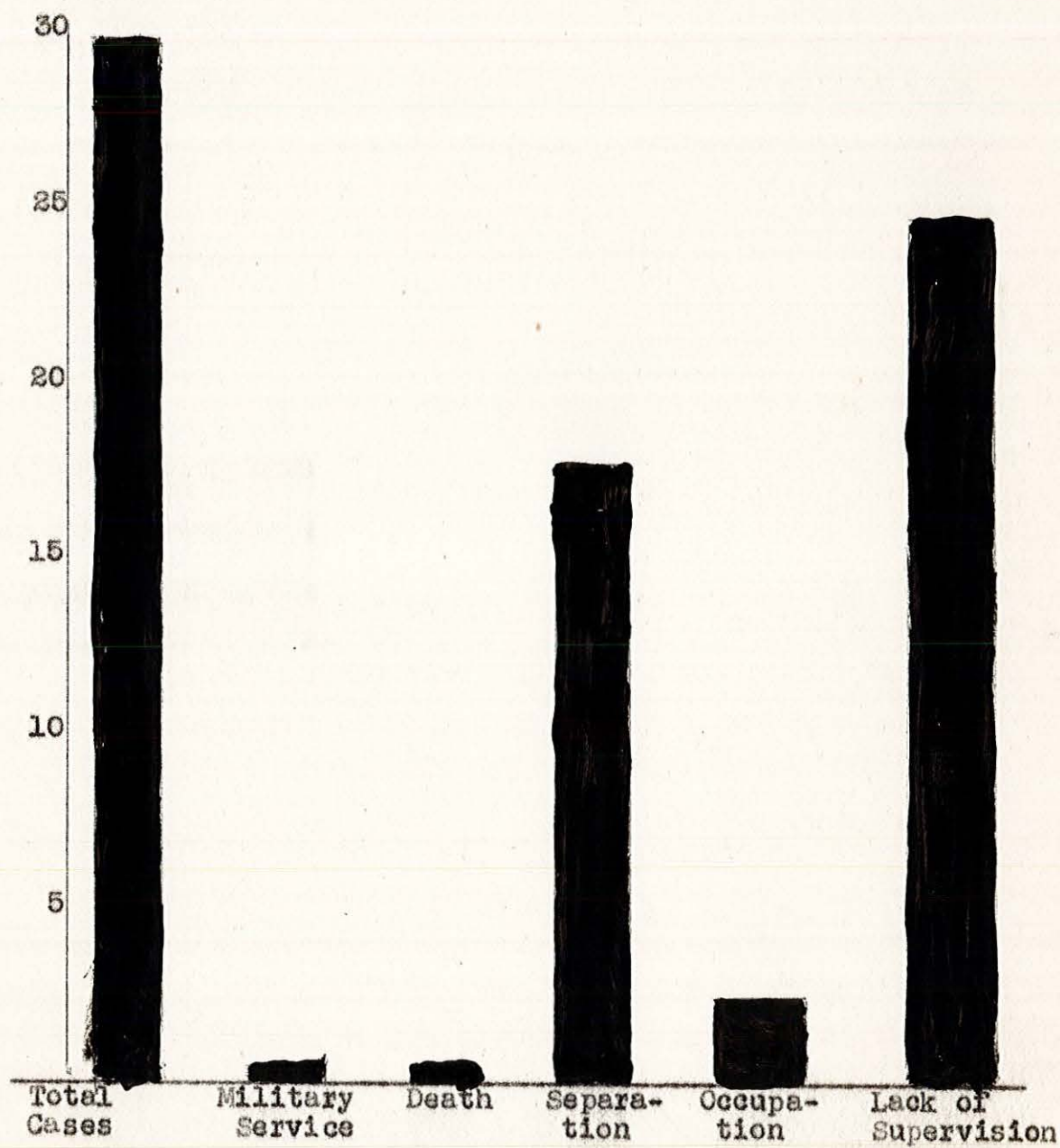


FIGURE 2

HOME CONDITIONS STRAINED BY MILITARY SERVICE, DEATH,
SEPARATION, OCCUPATION, OR LACK OF SUPERVISION

independence affect all concerned. It was reported that in twenty-four of the homes there were many periods of little or no supervision for the boys and girls.

Poverty is one of the failures of the civilization. It is a contributing factor of delinquency but human beings who have stamina will not be broken by economic insecurity or poverty alone.²³ It is true that poverty complicates the lives of the youth but does not set the course. Twenty of the boys and girls involved in this study were in the hand-to-mouth existence category with nothing left over for books, art, music, or any luxuries. Ten boys and girls lived in homes of the low-moderate income families. The necessities were pretty well cared for but nothing was left for the better things of life.

The children of any community ought to have recreational facilities at hand, not just to prevent juvenile delinquency but because these facilities are needed for well-rounded development of the youth.²⁴ The abundance of recreational facilities will not guarantee the absence of delinquency nor will the absence of recreational facilities

²³Carr, op. cit., p. 136 ff.

²⁴Tappan, op. cit., p. 534.

assure a community of a high delinquency ratio. Recreational facilities are the right of each child growing up in any community. The facilities were not available near the homes of the deviates but they were available in the schools to which the boys and girls went. Recreational facilities were not available in the churches which they attended or they did not attend the churches. Only a limited number of clubs for youth were available and it happened that the deviates either did not have access to these clubs or did not care to avail themselves of these facilities. The community has furnished a well-trained staff of recreational leaders at the school grounds over the city for a well-rounded recreational program during the summer. This program, along with the minor league, the Little League, and the Babe Ruth League, helps to meet the requirements for recreation for the boys and girls of the community.

Except in time of war and when there is a serious man-power shortage, jobs are not available for high school boys and girls. These youth, being unprepared for skilled or semi-skilled jobs, were unemployed, for the most part. Three had part-time employment. Those who were employed temporarily, part-time, or occasionally, worked as common laborers. They were not trained for other types of

occupations. There is very little manufacturing done in this city. With the exception of an instant milk plant and a concrete pipe plant, there is no manufacturing being done here. Agricultural work such as irrigation, pruning, cotton chopping, cotton picking, grape cutting, jobs connected with dairying and gardening, clerking in a few stores, waiting on tables, washing dishes, and working in filling stations, comprise the main jobs available to the boys and girls. Many of the deviates seemed uninterested in finding, and incapable of keeping, a regular job. A regular job seems to be a bit too confining for some restless youth.

Nineteen of these boys and girls had recurrent truancy records at school. Some seemed to be out of school as much as they were in school. The grade at which most of them dropped out of school, or the grade from which they were expelled, was the sophomore year of high school. While they were in school they seemed to make fair progress in their studies. They seemed to become restless and dissatisfied in school because of supervision and regimentation. Whether the school and school personnel did too much supervising and regimenting or whether the boys and girls were too impatient, or whether they had to show their rebellion, no human knows.

The interviewee stated that the boys and girls were examined by doctors to determine their condition, physically and mentally. Efforts were made to discover whether there were infection, glandular imbalance, disease, or abnormalities present. The mental health of the deviates was probably not checked as carefully as the physical health. This was perhaps the result of the lack of facilities and personnel to do a very thorough job in this area of life. This is probably a weakness in the present examination procedure and rehabilitative process.

Each boy and girl wants to be accepted for the family from which he comes, or for the economic status of his family, or for what he can do, or for what or who he is.²⁵ It is a blow when he is rejected. The homes of two of these deviates refused to have anything to do with them after they became involved in trouble. Six of these boys and girls were rejected or shunned by most of their companions or peers.

The present situation of these thirty deviates should be briefly described. Thirteen are in twenty-four

²⁵Kimball Wiles, Teaching for Better Schools (New York: Prentice-Hall, Inc., 1952), p. 329.

hour schools or camps where a minimum of regimentation and a maximum of understanding and guidance is exercised with the former deviates. Five are in California Youth Authority Schools. These youth are in what might be called medium security prisons. One can always wonder how far society can control the individual and still respect his personality and elicit from him loyalty and enthusiasm. The other twelve are at home under probation to the juvenile officer.

According to the juvenile officer the thirteen in the twenty-four hour schools or camps and the twelve who are at home, under probation, seem to be making progress towards an effective rehabilitation. According to the same source, the five who are in the California Youth Authority Schools or prisons are showing less indications of progress. In several cases definite deterioration seems to be setting in with the deviates.

CHAPTER IV

INTERPRETATION OF THE FINDINGS AND SUMMARY

In this study anti-social behavior became evident in the family circle, on the playground, and in the schoolroom. Apparently when the frustrations could not be dissipated or directed in acceptable, social channels by the boys and girls, unacceptable and anti-social behavior showed up in running away from home, fighting on the playground, or repeated truancy from school. When the deviate could not control himself he was directed, supervised, or controlled in a twenty-four hour school or camp, put under probation while at home, or sent to a California Youth Authority school or camp. If the inner controls broke down external controls were set up temporarily until the boy or girl could be satisfactorily rehabilitated and redeemed as a good, self-controlled citizen of society.

The economic factor played its part with these boys and girls who came under the guidance of the juvenile officer. Twenty of the thirty boys and girls came from the very low income group. Carr and Kvaraceus, as well as many of the other authorities, agree that poverty is a predisposing factor in delinquency. The problem is brought in bold outline when one remembers that millions of the children

of the poor are exposed to higher-than-average deviation pressures through no fault of their own.

Allusions seem to be made to recreation whenever youth problems are discussed. Recreation leaders, recreation commissions, and even recreation interests in the police departments bring to the attention of the public that great recreation programs are needed to save the children from becoming juvenile delinquents. Children and youth need recreational programs and facilities as means of better child welfare, not as panaceas for preventing and treating delinquency. The schools, some churches, and the city are becoming aware of the need for better recreational programming. Many of the deviates came from areas in the city and outside the city which were not reached by these recreational facilities. These boys and girls should have recreational facilities for well-rounded development, not just to curb or prevent delinquency. Recreation, per se, is not enough.

There are inferior or depressed neighborhoods in and surrounding Tulare. There are tracts of sub-standard housing areas to the west, the southwest, the south, and the southeast of Tulare. There was not a large enough sampling of cases to discover whether these deviates came from these areas in significant numbers. Theoretically, more of the delinquents would come from these areas of

social and economic disadvantage. It has been suggested that this crowding together has a depressing effect, likely to breed promiscuity and lack of respect for others. Environmental obstacles, such as stupid and misguided parents, poverty, adult criminals, and the immoral atmosphere which they create, all make the going hard for the youth in these disadvantaged areas.

Another area of investigation was whether these boys and girls, who were in trouble, were employed or whether they could become employed if they chose to be. None of the deviates were employed full-time even though some of them had been expelled from school. Only three of them had part-time jobs and those were jobs of the unskilled variety. Not enough is known concerning these cases to form a judgment as to whether the therapy of work would have kept these youth out of trouble. O. H. Close,²⁶ a member of the California Youth Authority, has said that he has heard delinquent boys and young men repeatedly state that work opportunities would have prevented them from delinquent behavior. It is true that many of these boys and girls who get into trouble do not like school and would like to be out of school in a

²⁶Private communication.

regular job. If part-time work opportunities and part-time schooling could be their lot, they might be saved from their delinquency and they might be inspired to continue their education. Some efforts are being made in this field now but still not as much as should be. There are probably three reasons, viz., (1) some youths just do not want the responsibility of regular work (it is too confining); (2) the school has not worked as hard as it might on this difficult task; and (3) the opportunities for the kinds of work that these youth can do are exceedingly limited. More work must be done in this area to help prevent delinquency among these youths.

A closer examination of the school situation of these boys and girls is in order. As has been stated again and again by the authorities in the field, many youth in trouble do not like school. (1) It may be because they are poor readers, or (2) because they are often retarded, or (3) because they do not fit socially, or (4) because they react unfavorably to supervision or regimentation, or any number of other reasons. They may fight back at school or they may run away from it, or they may slide along with as little contact with school as possible. Among the youth in trouble in this little city nineteen ran away from school as much as they could.

Looking at the school it is well to evaluate its work as carefully as possible. Too often the teachers are not aware of the conditions under which their children live. If the teachers do know, they cannot or do not do too much about these conditions. Teachers should be concerned about, and should assist in, the problem solving and the adjusting in a socially acceptable manner. It is said in these matters: "We do not have enough time to do all this." This is often true, but greater efforts will need to be made to help the children, or there will be more delinquents than are now in evidence. There must be greater competence in character education both by precept and example. There must be greater rapport between schools and other agencies which help children. There must be greater success in changing the environment itself. There must be greater success in changing the child's attitude towards his environment, himself, or both. It must always be remembered that the delinquent is more or less a victim of his environment, a social order, and other forces, not a criminal to be punished.

The public school is in an advantageous position for early recognition of serious behavior difficulties or overt evidences of delinquencies. The early recognition of

difficulties is one very definite aspect of the school's responsibilities. The school must deal individually and personally with the pupils more than is often the case, because, in some quarters this impersonal treatment of some of the pupils seems to have had a part in the genesis of the delinquency. Have not the schools been priding themselves in the fact that they are becoming less subject-matter-centered and more child-centered? Here is the opportunity to carry through in this area.

The Passaic data by Kvaraceus show that the high leaving age was in the ninth grade. The greatest number left this school during the tenth grade. In a number of other studies there was very little satisfactory progress shown in school. In the findings of the local situation fair school progress was indicated. The major difficulty with the local school was a feeling of rebellion against supervision and regimentation. That same feeling was held by the youth in the same school several years earlier. In order to get away from the school they went into the armed forces. They would give a great deal to return to this high school.

The deviates were given medical examinations. The physical health of the youth in trouble was checked. Just

as careful examination of the mental health of the youth in this area should be made in the future. It is hoped that the day is near at hand when psychiatric examination and services will be available for all the youth in this community and all communities which may desire such.

By way of summary, let it be noted that this community comes in for its share of broken homes, difficulties in the homes, long evenings with no home supervision, and low income living. The all-year-around recreational services are not what they ought to be. There are sub-standard housing and fringe areas within and without the city which may be considered the disadvantaged areas. The school seems to come in for its share of unfavorable publicity in the form of too much truancy, many drop-outs mostly among those of the tenth grade, fair school progress among the youth in trouble, and a great deal of rebellion towards the supervision and regimentation of the school.

One might be led to make three suggestions or recommendations for the local school and personnel in order to help solve these hard problems. (1) the teachers should become better acquainted with the pupils, their parents, their living conditions, their backgrounds, their hopes, ideals, goals, and ambitions. (2) The teachers should be

taught, in college and through their in-service training, to be able to detect those indications of the beginnings of deviate behavior. On detecting such, adequate action should be taken and referrals made. (3) The teachers' class loads should be adjusted so that they might be able to give adequate, personal attention to each pupil. These are not new suggestions. They seem to need emphasis from the literature and the limited findings of this study.

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APPENDIX

APPENDIX

Questions Used in Chapter III

A. Were there evidences of rebellion:

1. in play?
2. at home?
3. at school?
4. at church, if there is such connection?
5. in the community?

B. Were there difficulties in control:

1. at home?
2. at school?
3. in the community?

C. Were the home conditions strained by:

1. being broken?
 - a. separation?
 - b. military services?
 - c. occupation?
 - d. death?
2. both parents working away from home?
3. long evenings with no supervision?

D. Were recreation facilities available?

1. in the area near the home?
2. in the school?
3. in the church?
4. in clubs?
5. in the community in general?

E. Are there any areas from which the delinquent comes, such as:

1. the rural area?
2. the urban area?
3. certain disadvantaged areas of the city?

F. Has the delinquent been employed:

1. full time?
2. part time?
3. at what occupation?

G. What is his school record?

1. was there recurrent truancy?
2. at what grade did he drop out of school?
3. was there satisfactory progress in school?

H. Has this person been examined by a doctor to determine:

1. satisfactory glandular balance?
2. absence of disease and infection?

I. Is he rejected?

1. by his parents?
2. by his peers?